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ABSTRACT

Proceedings are presented of a three-day national conference for providing members of the Indian community with information concerning opportunities for Indians under the new vocational education legislation. Brief summaries of addresses delivered during the general sessions are provided in part 1 and include such subjects as developing vocational education state plans, and the findings of the Task Force on American Indian Vocational Education. Part 2 contains summaries of workshop presentations which dealt with a variety of topics including program development, a planning model for Indian reservation development, a model tribally-operated vocational education program, and a review of federal programs in vocational education. (BL)

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PROCEEDINGS:
CONFERENCE ON - "OPPORTUNITIES IN VOCATIONAL EDUCATION FOR AMERICAN INDIANS"

JUNE 28-30, 1977

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REPORT ON CONFERENCE PROCEEDINGS

"Opportunities In Vocational Education
For American Indians"

CICSB, as recipient of a contract from the Office of Education Occupational and Adult Education Branch sponsored a three-day national conference on vocational education. The purpose of the conference was to provide members of the Indian community with information concerning opportunities for Indians under the new vocational education legislation specifically the one percent set aside for Indians.

The conference, Opportunities in Vocational Education for American Indians, was held June 28-30, 1977 in Denver, Colorado. Workshops were held on a variety of topics including program development, a planning model for Indian reservation development, model tribally operated Vocational Education Program and a panel on Federal programs in Vocational Education.

The following is a summary of the conference.

The conference began with introductions by Betty Gress, Acting Executive Director of CICSB, and welcomes from Gloria McCullough, Vice-President of CICSB, Inc. and Marilyn Young Bird of the Governor of Colorado's office. The keynote speaker, Mr. Alan Lovesee, Counsel for the Advisory Study Group on Indian Education of the Committee on Education and Labor, U.S. House of Representatives, addressed the general session.

Mr. Lovesee stated in May of last year, Congressman Quie, the ranking minority member and Congressman Carl Perkins. the Chairman of the Committee, decided there were areas of priority efforts in the field of Indian education to intensely study and attempt to change as many of the laws as possible. Efforts were then made to examine what needs should be addressed. This year,

a separate staff was constituted within the Committee to have authority over field investigations, hearings, legislative proposal formulation, getting that legislation introduced, and getting it through the various sub-committees of the Committee. At this same time Congress established the Senate Select Committee on Indian Affairs. I personally feel that this is an excellent opportunity to address the educational needs due to the presence of these groups who have no other responsibilities than Indian affairs. Field hearings have been held, and more field hearings will be planned in the future.

Mr. Lovesee then reminded that input is important as far as testimony is concerned for the set aside for vocational education and adult education. Mr. Lovesee then addressed P.L. 94-482.

The training of each person to take his place in a cultural, social plan is his first step towards contributing to society. Our group has heard it repeatedly and the amendment and the law which allows direct funding to Indian tribes is our answer to this. The program for vocational education has to fit into some overall tribal, social and economic development scheme. The purpose of these funds is to allow the tribal government to come up with programs that will impact heavily in areas which they feel are needed for their own situations. You have 5.2 million dollars in 1978 under this set aside. The state contributes an average of a ratio of 8 to 1 to the federal dollar. The main thing the federal dollar has always done in vocational education is to act as a catalyst to start programs with states and to raise interest in the areas which the states might not otherwise address. This 5.2 million dollars will be managed by the Bureau of Indian Affairs next year. The reason this was put off until fiscal year 1979 would then allow them to come into the appropriations committee and seek special funding for that

section of the law, otherwise the BIA would have had to take that away from other educational programs. This still has to go through the appropriations process next year. In other words, the Bureau of Indian Affairs can make a request but it doesn't mean they're going to receive money.

The Commissioner of Indian Affairs and the Secretary now must jointly prepare a plan for the expenditure of funds made available for the evaluation of programs assisted. The amendment was specifically written so that once that plan is agreed to, the Office of Education shall assume responsibility for the administration of the program. The Bureau of Indian Affairs will not administer the program, but rather they will provide assistance and consultation to the Office of Education.

This money was meant to supplement and not supplant money which you are entitled to as citizens of the various states. Section 105 addresses the make up of the state and local advisory councils. The representatives have to represent all the different factions and varied interests with the state. At the same time, they have to hold one public meeting per year to discuss the formulation of their plans. They must also, under Section 107, meet four times during the year with representatives of various agencies.

Go back to your states and influence your state legislatures, the Governor, influence various organizations to be cognizant of Indian needs and Indian demands.

State plans must be written to address needs within the state and needs as priorities must be assigned. Plans should be written with input from public meetings, from the standpoint of specific recommendations from Indian tribes and groups. It is imperative that Indians participate prior to state plans being formulated, also that you monitor plans in your own locality.

Regulations will probably be in their final form in August, also there will probably not be many changes from the regulations as proposed.

Write your grants now. Determine what you're going to do, get it down in some kind of form, include justifications.

The Bureau of Indian Affairs will be involved from the standpoint of eligibility of organizations to contract. The Office of Education will certify eligibility in some form. Let your BIA people know in advance that you've got a grant to submit. The grants can be made for practically any purpose which can be used towards a vocational end, they also apply to all age groups, not just young people between the ages of 15 and 25.

More Indian lobbying, development of tribal economic plans, and participation in local and state programs were the final recommendations made by Mr. Lovesee.

Mr. John Lacey, Chief, Office of Education, Region VIII, Denver, Colorado gave an explanation of the state plan requirement under the Vocational Education Act. He felt the emphasis was on an improved state plan through coordination of all kinds of manpower development programs. Indians must actively participate in the improved planning process in order to be represented in the final state program.

The state formula grant program begins with legislation enacted by Congress, PL 94-482 in this particular instance. The second step is propagation of the rules and regulations that are developed to implement and interpret the law. The third step in the process is the appropriations from Congress. Next, each state who wishes to participate in this piece of legislation must develop a state plan, the actual plan to meet the vocational education manpower training needs of their state. A planning commission is the key to

each state plan. Before a five-year plan can be completed, four meetings of the planning commission must take place and public hearings must be held. A single state agency is responsible for the administration of the vocational educational program.

Mr. Lacey explained that the vocational education funds can be used for almost anything from employment training to construction and operation of residential vocation schools.

The general session was followed by a panel discussion. Members of the panel were: Dr. Howard Hjelm, Direction Office of Education Research and Demonstration Branch, Washington, D.C., Mr. John Lacey, and Mr. Leroy Falling, Acting Chief, Division of Post Secondary Education, BIA and Indian controlled colleges, Washington, D.C. and Dr. Doris Gunderson, Program Officer of the Office of Education Research and Demonstration Branch chaired the panel.

The panel answered questions from the audience. They supported the ideas previously stated concerning more Indian representation on state and local planning commissions, sound tribal economic plans, and Indian participation in all vocational education programs.

On the afternoon of June 28 three workshops were offered. The presentors were Dr. Desmond L. Cook, Chairman, Faculty of Education Div., Ohio State University, Columbus, Ohio, Mr. Bruce McConnell, Vocational Education Consultant, Wisconsin Board of Vocational Technical and Adult Education, Madison, Wisconsin, Mr. Leroy Clifford, Policy Planning Office, BIA, Washington, D.C., Mr. Warren Means, owner of Means Construction and Past member of NACVE, Bismarck, North Dakota, Ms. Harriet Skye, United Tribes Education and Technical Training Center, Bismarck, North Dakota, Mr. Ashi Benally, Navajo Manpower Programs, Window Rock, Arizona, Ms. Jeanette Casimer, Lummi Aquaculture

Project, Marietta, Washington and Ms. Mary Hillaire, Evergreen State College, Olympia, Washington.

Please refer to Part II of this report for the summaries of all workshops presented during the conference.

Wednesday, June 29, began with a general session led by Mr. John Emhoolah, Director Human Resources, American Indian Higher Education Consortium, Denver, Colorado.

According to Mr. Emhoolah, vocational education is a process which prepares individuals for jobs, from the simplest form of training for elementary job opportunities to higher education. It assists individuals in understanding their capabilities and interest, choosing a suitable vocation and preparing to make a success of it.

Vocational education is to serve:

1) young people -- Indian people as old as high school
2) young people who have completed high school and need additional education and special instruction for employment
3) boys and girls that have dropped out of school
4) adults who want to increase their skills and knowledge
5) unemployed adults who want to be retrained due to automation and other technical training.

Federal grants serve to promote and stabilize vocational programs, not to relieve the state of their responsibility.

Mr. Emhoolah suggested that surveys be taken of potential school enrollment, availability of teachers, potential job opportunities and community support of vocational education programs.

Mr. Emhoolah's opening comments were followed by presentations from

Ms. Virla Krotz, Member Indian Task Force of National Advisory Council on Vocational Education, Orinda, California and Dr. Merlin Harwood, Southwest Poltechnic Institute, Albuquerque, New Mexico.

Ms. Krotz indicated that the new legislation P.L. 94-482 was the result of the findings of the Task Force on American Indian Vocational Education of the National Advisory Council on Vocational Education, under the leadership of Warren Means who was the only American Indian serving on the National Advisory Council for Vocational Education. The function of the National Council is to advise the Commissioner of Education concerning the administration of, preparation of general regulations for, and operation of, vocational education programs, supported with the assistance of federal funds, and to make annual reports to the Secretary of HEW for Transmittal to the Congress.

The Task Force was created to investigate the effectiveness and current status of Indian vocational education.

Under the able leadership of Warren Means, four public hearings were held in strategic parts of the U.S. at which Indian leaders were invited to testify. A wide variety of Native American representatives attended the hearings, expressing their concerns.

According to the Task Force, four central issues emerged. These were:

1) Indian people should be involved at all levels of the program including planning, implementation and evaluation
2) Each tribe's economic development plan should be considered as the basis for vocational education in that area
3) Counseling and follow-through should be provided for the students and
4) that curriculum in these vocational education programs should be made relevant to the Indian students.

Among the recommendations of the National Advisory Council on Vocational Education Task Force on American Indian Vocational Education are the following:

Due to the fact that the new one percent set aside funds are insufficient to meet the Indian needs in Vocational Education, it is requested that legislation be amended to require the BIA to match vocational education funds appropriated through the USOE.

An effort must be made to involve Indians in all local vocational education programs. Each state has an advisory council and there should be at least one Indian representative on this council.

Assistance should be provided by USOE and BIA to tribes in preparing and submitting proposals under Section 103.

Special criteria should be developed by USOE to be used in evaluating these proposals and allocating funds.

Priorities in vocational education must be determined by the tribes themselves.

The NACVE Task Force on American Indian Vocational Education has been disbanded and unfortunately Warren Mean's term on the National Advisory Council on Vocational Education has expired and he was not reappointed. Ms. Krotz ended her presentation with the remarks that this situation means that Indians must work even harder for representation in Vocational Education at the state and national level.

Dr. Harwood addressed the three main concerns in vocational education that have surfaced: teachers not trained to deal with Indian students, inadequate educational facilities and lack of Indian representation in the programs affecting them. According to Dr. Harwood, the Indian Self-Deter-

mination Act (Public Law 93-638) has four major purposes:

1) to develop human resources

2) aid with Indian Education

3) control education act

4) develop Indian youth intern program

Dr. Harwood further stated there is a need now to develop a comprehensive plan to deal with Indian vocational education. We don't want to get into the situation that Title IV did, to get a bunch of self-appointed experts speaking for all Indians. The non-Indian community needs to know the unique relationship that the American Indians have to the federal government. They also need to know the Indians' point of view as far as the federal government's legal and vocal commitment to the Indian people. We have to evaluate vocational education. Indian vocational education has to be viewed objectively from the social and economic standpoint.

Among the national organizations, the National Indian Education Association, the National Congress of American Indians, National Tribal Chairmen's Association or the National Advisory Council on Indian Education, none of these are speaking to Indian vocational education. None of their reports include a single message about Indian vocational education.

In suggesting a philosophy for Indian vocational education, some things appear to be evident.

1. Indian vocational education has no clear insight easily definable, philosophical base for which it can lay primary claim.
2. A philosophy of Indian vocational education must be for the individual Indian student or the Indian society in which he lives and works.

Indian vocational education has two major functions:

1. The function of the Indian education process, the introduction of an individual to available skills which are at least special to moving him or her towards the satisfaction possible for the individual.
2. Provisions of the individual of an available skill for a job which is an objective obtained almost as a spin-off on the way to reaching the major objective mentioned above.

We want people within Indian vocational education that are going to succeed. We have included here today a number of recommendations that the Indian people should seriously reconsider in addressing the problems that face Indian vocational education in the 70's.

The record is clear that the educational fight for the American Indian tribes, from a historical perspective, has significantly revealed the inability of the Bureau American system of formal education to meet the needs of American Indians. The following are recommendations that I think we should concern ourselves about:

1. There should be increased federal funds for state support for Indian vocational education.
2. We need to develop a long range plan.
3. USOE, BIA and the Indian community need to sit down and establish goals.
4. We need immediate evaluation of Indian vocational education.
5. Significant growth in teacher training and quality leadership.
6. Awareness program of critical issues.
7. Implementation of Public Law 93-638.

8. Establishment of responsibility and accountability.
9. Improved continuity, articulation.
10. More productive delivery system.
11. More innovation and research activities.

In summary, the Indian community needs to work together to see that the rules and regulations of Public Law 93-638 and Public Law 94-482 are carried out.

Continuation of the seven workshops filled the afternoon agenda. Please refer to part II of this report for summaries of all workshops presented during the conference.

A presentation by Mr. Stuart Tonemah, Executive Director of the National Advisory Council on Indian Education, culminated the conference on "Opportunities in Vocational Education for American Indians".

Mr. Tonemah outlined the Council's responsibilities. The Congress required the Advisory Council to submit an annual report outlining progress under the Indian Education Act and recommendations for the improvement of Federal Education and related programs for Indian children and adults. The report is also to include recommendations to the Commissioner of Education with respect to the funding of programs in which Indians participate.

In addition to its responsibilities to Congress, the Council is required to advise the Commissioner of Education regarding the administration and fulfillment of the Act. The Council is charged with the following additional duties:

To review applications under any program in which Indians might participate under the Act. The intent of the law is to have more Indian input into the review of the applications, and in a sense to give meaning to

the words Indian self-determination.

To evaluate all HEW in which Indian children and adults participate and to disseminate information concerning these programs.

To provide technical assistance to local school districts, Indian education agencies, tribes, and other Indian organizations.

To assist the Commissioner of Education to develop criteria and regulations for administration and evaluation of grants under Public Law 874, "Aid to Federally Connected Children".

Mr. Tonemah concluded his remarks by stating that providing a list of names submitted by Indian tribes, organizations and individuals to the Commissioner of Education for his selection of the Deputy Commissioner for Indian Education was the primary function of the Council this past year. On June 23, 1977, Dr. Gerald Gipp was appointed as Deputy Commissioner. This search culminated the primary responsibility of the Council for the year.

The conference was wrapped up by stating that 208 people attended the conference representing Indian tribes and organizations from throughout the country which is indicative that "Indian Country" is extremely interested in vocational education and its importance in their respective communities.

The conference wrap up was concluded by reminding participants to get involved at the state and national level and to keep themselves and their tribes abreast of how the rules and regulations are progressing for the one percent set aside for Indians under P.L. 92-482. To keep themselves informed, they should call their state and regional Vocational Education offices, and if they don't have the information, they have the ability to locate this information for you.

PROGRAM DEVELOPMENT

Dr. Desmond L. Cook
Faculty of Educational Development
Ohio State University
Columbus, Ohio

Mr. Cook began by giving a definition of the term, proposal, as an application or a plan, i.e. to get funds. Characteristics of any type plan is that it is future oriented, plans of action made (timeline), and identification of who will carry out the proposed activities.

There are basically two major categories

1--Research proposal
Goal is to produce knowledge

2--Development proposal
Focus on a product or a process to meet a need

Proposals (plans) have three basic components. The first is a 'technical plan' which consists of assessments, statements, program plans, objectives, evaluation and dissemination plans, and community involvement plans. The second component is a cost plan or budget, the third is referred to as a management plan.

Mr. Cook recommended the following prior to actual writing:

1--Study and careful examination of all guidelines.

2--Examination of previous project proposals.

3--Study legislation, be aware of amendments.

4--Know the evaluation criteria.

5--Know the review process (importance of freedom of Information Act).

6--Check information sources (i.e. ERIC).

Mr. Cook then suggested development of a perspective, a simple two or three page outline of the need being addressed, the objective, description of program plan and resources needed followed by organization of a

proposal writing team whose task is to develop the actual proposal. He then stressed the importance of careful preparation of the final documents, rules and guidelines for submitting the applications and especially deadlines.

Mr. Cook addressed problem areas in developing applications, which include:

1--Lack of time. The time the program announcement comes out and application guidelines are issued, which results in hurries, hastily prepared proposals.

2--Lack of need evidence. You must demonstrate how you determine needs, what evidence you want to present.

3--Lack of specific objectives. You must write specific, not general objectives.

4--Inadequate schedules. Insufficient background and experience to know how long certain tasks should take. Recommends consulting certain activity specialists, i.e. curriculum specialists. Try not to underestimate time.

5--Stay away from highly specialized language "jargon". Write in the simplest language possible, use plain English.

6--Failure to follow formats. Pay attention to criteria, don't write in a way you think it ought to be written.

7--Inconsistent budget detail. Be specific, itemize actual cost plan, i.e. consultant days and fees.

A STATE'S RESPONSE TO INDIAN VOCATIONAL EDUCATION

Presented by Mr. Bruce McConnell
State Vocational Board
Madison, Wisconsin

Wisconsin has a widely developed vocational, technical and adult system that began in 1911. The state is divided into 16 districts, most of the federal and state funding goes through these districts. In 1977, well over 50,000 full-time students attend Wisconsin's vocational-technical districts, more than 500 of these students are Native Americans.

The state is fortunate in having strong tribal and inter-tribal organizations. Tribal organizational activities culminated successfully in 1974 when the state created the Council on Indian Education, composed of representative members of each tribal area in Wisconsin. Through this Council, there exists a clear channel to identify the educational needs of Native Americans and communicate them through and to appropriate state agencies.

In regard to specific programs for Indians, at the present time there is:

1--A counseling project, three Native American counselors serving Native Americans in three districts in a consortium approach.

2--Two Native Americans outreach liaison-recruiter counselors in Milwaukee.

3--Exploratory Office Education programs for Native Americans.

4--A building materials program for Native Americans.

5--Instruction to currently employed Native Americans to upgrade skills.

6--One of the VTAE districts conduct a special Woodland Indian Culture program each summer which takes vocational approach to

Indian history and culture. This district also offers several vocational education courses on the reservations, maintains permanent learning centers on two reservations, and employs an Indian counselor. The district also trains Indians with the Department of Natural Resources and the Forest Service, as well as cooperates with local high schools in providing special programs for Indians. These programs are just a few of the very specialized vocational education programs within the state.

With passage of the Vocational Education Act of 1976, effective communication between the various Indian groups in Wisconsin and state agency representatives becomes more important. With the probability of tribes and consortium of tribes contracting directly for vocational education programs, it is very important that these efforts be coordinated to insure that vocational education services to Native Americans increase and that current local and state efforts are not supplanted. One major concern in Wisconsin regarding the Educational Amendments of 1976, especially the 1% set-aside, is that it will not result in less money being available to provide vocational education to Wisconsin Indians. In Wisconsin it is difficult for the Great Lakes Intertribal Council, a successful intertribal organization which began in the early 1960's, to fund its educational component. If groups such as the Council on Indian Education could contract on a statewide basis for partial support for this component under the Act, it would be very beneficial to Indian vocational education. The most pressing vocational educational needs of Native Americans are those needs identified by the tribes. Efforts to strengthen the ability of the tribes to identify and seek or develop programs to meet these identified needs must be given a high priority.

A PLANNING MODEL FOR INDIAN RESERVATION DEVELOPMENT

Leroy Clifford
Policy Planning Office
Bureau of Indian Affairs
Washington, D. C.

Mr Clifford began his presentation with a discussion on the use of socio-economic research in development programs that are aimed at directly affecting change at the local reservation level. This will suggest a role for socio-economic research in less developed areas such as Indian reservations and present a research model which points out some of the types of data needed to construct a workable strategy of change. Two primary objectives are data collection and planning. Of major importance, the role of the researcher should engage in the following functions:

1. To isolate a meaningful yet manageable unit of analysis.
2. To assemble and classify necessary data.
3. To identify relevant problems given the framework of tribal goals.
4. To formulate the workable strategy for the decision makers to affect a selective change from a wide range of variables.

Mr. Clifford stated that the principal objective of reservation development is to perpetuate the culture of Indian people. A further objective is to increase the material well-being of people living on Indian reservations. This would then imply a strong social component to economic development. He went on to say that the researcher must be ready to define carefully the problems identified and to propose plausible alternative solutions. He or she must be ready to present criteria for selecting both a problem and a method of solution as well as to

suggest a strategy for introducing or stimulating the recommended changes.

The general type of information that should be gathered in the reservation development effort should include descriptions of:

1. the physical condition found on Indian reservations
2. the cultural pattern found on Indian reservations
3. the historical pattern of change
4. the tribe's articulation with other systems in government
5. the economic making of the tribe
6. the human resources available
7. the family structure
8. the educational system
9. the decision-making processes of behavioral units.

Mr. Clifford then went on to discuss a number of variables that have been overlooked and neglected in the development of the reservation. These included:

1. Curriculum Development
2. Cultural Patterns
3. Physical Conditions
4. Historical Patterns and the diffusion of change
5. Political Structure of the Tribe
6. Importance of the Economic Structure
   a. types of production within the tribal community
   b. the organizations that produce these units
   c. matter in which the rights to land resource use are distributed
7. Human Resources and the process of Migration

8. Educational System
9. Decision-Making Process within the Reservation
10. Problem Identification and Solution Recommendations

PRESENT LAW, FUTURE PLANS AND INDIAN INVOLVEMENT IN VOCATIONAL EDUCATION

Mr. Warren Means
Past NACVE Member
Bismarck, North Dakota

Vocational training has not been gearing us toward utilization of our land of natural resources and has not equipped us to do anything to assume jobs that were related to development of the land and the natural resources. Vocational education, as such, took the back seat when the educational process was being developed to the high degree that it was in the sixties.

An effort was made to get the Indian people, the tribes and organizations concerned about vocational education to go out and do a needs assessment on their respective reservations, bring it back, compile the data and from the data draft recommended legislation. Another effort was to develop a series of hearings across the United States, gather information from that, and then bring this information together and then suggest to Congress what they should be doing. However, Congress, in the meantime, was taking the front and they started developing this amendment to the legislation. The issue here is why is it that we have been relegated to a one percent set aside for vocational education to take care of all the needs of all of the Indian people in the United States?

In its pure form, every reservation in the United States would have its own advisory council, it would have its own subsistence as they give to each state. They would be able to determine their needs, and they would have money to use to do these things. That's not the way this works. It's a useful thing insofar as it gives us seed money. Where is the money to provide vocational programs on the reservation and schools that provide vocational

educational training for Indian people? It's through the states, that's where it is. The states have to be awakened to the fact that they are responsible and that they have to be providing a certain amount of money to Indian tribes.

We go to the states with our plan and get involvement from the states from a monetary standpoint. We also have our Indian people placed on the State Board, on the State Advisory Council, so that we have voting power and a voice in the states.

We, as Indian people, and concerned non-Indian people are able to go back to our organizations, to our tribes and help in the development of "an overall economic development plan". If we control natural resources, then we should develop those natural resources. We can only develop those natural resources if we have the technical skills and the manpower skills to do so.

It amazes me that sovereignty, based on economic strength through the development of natural resources, which is based on the development of manpower is so difficult to see. We talk about unemployment percentages on the reservations and yet we're sitting on all of the natural resources in the world. Our people have never had an opportunity to participate to any effective degree, in the development of their human resources so that they can do these things with their natural resources. People do not realize that we control vast amounts of natural resources and the only reason that we aren't developing them and utilizing them to our benefit is because we don't have the human resources, the trained, experienced people that do it.

If there is one way that we can ever realize true sovereignty, it's because we have taken hold of what is ours, and we have done with it precisely what we needed to do to control it and develop it.

That's why we need to have Indian involvement in vocational education. It's not a stepchild. Vocational education can be the cornerstone to sovereignty in the Indian world. Through men and women working to preserve what is theirs and to develop it in a manner that is benefitting them, that's when you have sovereignty. That's what I'm looking for to happen in Indian country. This one percent set aside, by present law, isn't going to do it.

Community education is a thing that we should be working for and striving for. Community education doesn't stop at the eighth grade. Community education goes right through the lifelong learning process and everybody should be able to utilize that community based education in their home environment whenever they feel like it.

MODEL TRIBALLY OPERATED VOCATIONAL EDUCATION PROJECTS

Ms. Harriet Skye
United Tribes Educational
Technical Training Center
Bismarck, North Dakota

United Tribes of North Dakota was established in 1963 as a means of consolidating the Indian Tribes of North Dakota in their opposition to the passage of Civil Jurisdiction Legislation in the State.

The legislation would have removed the power to enforce their own laws from the hands of the Indian people and replace it with Civil Authority. From this successful opposition, the basis for cooperation among Indian Tribes in North Dakota was established.

From this beginning, the United Tribes of North Dakota Development Corporation was formed in 1967. The Corporation is governed by a Board of Directors, composed of the Tribal Chairman and one representative named by the Tribal Council from each reservation in the State. These were Fort Berthold, Fort Totten, Standing Rock and Turtle Mountain Reservation. Lake Traverse (Sesseton) became a member in the corporation in late 1972 to bring the total reservation members to five.

The student body of United Tribes is drawn from 24 agencies in eight states, those who come to our school share at least one point in common: most have dropped out of school and are unskilled. The training program that has taken shape at United Tribes over the years is geared specifically towards this population, providing training not only in vocational and job-related skills, but also in various individual and social skills the students will need once they have left United Tribes and secured employment. Thus an important feature of United Tribes is

its comprehensive approach to Indian education.

The basic objective of United Tribes Employment Training Center is to provide disadvantaged, underachieving and unskilled Indian people with job skills and a well-rounded education.

The students learning experience involves three different areas: vocational, personal development and adult basic education. The training period is a maximum of 52 weeks in any one of the ten vocational training areas available.

The Center offers the following ten vocational areas:

1) Business Clerical
2) Automotive Maintenance
3) Auto Body Repair
4) Food Service (preparation)
5) Nurses Aide
6) Building Trades
7) Police Science
8) Painting
9) Human Services (counseling)
10) Welding

PROCESS

In regard to choosing students for training, a selection committee reviews the applications of prospective students. The Committee is made up of members from each of the concerned departments as well as two representatives from the student body.

The Selection Committee does not set rigorous standards for admission. The only requirement at present is that the student be an enrolled member of a federally-recognized tribe. Indeed the Center is designed largely to help those who have not functioned successfuly in traditional structures.

To fully appreciate the complexity of the problems - gaining insight into certain fundamental needs in Indian Vocational education - it is

necessary to take another look at the student population of United Tribes. Students who attend the Center come from our reservations unskilled, and are therefore members of a large group of chronically unemployed. They suffer from a multitude of handicaps not experienced, to the same degree at least, by their non-Indian counterparts. Foremost among these is a life-long history of failure and frustration.

Once admitted to United Tribes, students find themselves involved in a learning environment which is both diverse and community oriented. United Tribes is geared to a comprehensive approach to education which includes allowing the entire family unit to be present during training. Both husband and wife are required to enroll in a vocational program. During the day their children are cared for in the nursery or day care center and the school age children attend the Theodore Jamerson Elementary School.

Limited funding problem affects ability to do follow-up studies on students after they have been placed on the job. Their Placement Department has been remarkably successful in finding positions for our students. In Fiscal Year 1976, 72 of the 97 graduates were placed on jobs in or associated with their area of training.

An indication of the pressing need for Indian vocational education and the approach to it which United Tribes has been committed is illustrated by the waiting list of students who would like to come to United Tribes.

On the basis of this most urgent problem and the other obstacles that have been referred to, the following observations were made by Mrs. Skye.

1. Congress must support the concept of specific funding for Indian Vocational Education which should include general operational expenses and funds required for construction and renovation of housing and support structures.

2. The negotiation process of obtaining funding for institutions must be realistic as a response to the needs of the institution; it cannot be a formality.

3. U.T.E.T.C.'s funding like that of other institutions must reflect a commitment to the institution's goals as a whole; a token appropriation is insufficient. It neglects the need for growth and precludes the possibility for a flexible response to the specific needs of Indian people or the immediate realities of the job market.

4. Funding should not only include operational monies, but also student subsistence monies which will permit U.T.E.T.C. to maintain an enrollment of 175 students throughout the training period rather than be dependent upon reservation assistance and the shortage of sufficient monies to support the trainees.

5. There must be educational research and job development specifically focused on Indian vocational education. There should also be included the means by which the institution can conduct comprehensive follow-up studies on students who graduate. This would assist in formulating present and future policy and would serve as a valuable tool for the institution and the funding agency.

6. Funding for Indian vocational education should be channeled through a separate educational program and not through employment assistance with its resulting competition between the respective tribes and tribal organizations.

MANPOWER TRAINING PROGRAMS ON THE NAVAJO RESERVATION

Ashi Benally
Navajo Manpower Programs
Window Rock, Arizona

The Navajo Nation is a prime sponsor for seven programs on the Navajo Reservation which are funded through CETA (Comprehensive Education and Training). The programs are then subcontracted to various entities on the Navajo reservation through a "638" subcontract agreement with the Navajo office of Labor.

Monies used in implementing the subcontracts is allocated from the U.S. Department of Labor, Washington, D. C., Comprehensive Education and Training Act. Funding for named subcontracts are negotiated by the Contract Services Division. Upon agreement of the proposed budgeted amount by the Navajo Tribe (The Prime Sponsor) and the potential subcontractor, the total package is distributed to Tribal Committees for subsequent approval, then signed by the Chairman, Navajo Tribal Council for final approval--thus implementation of program.

The following are summaries of the seven programs operated on the Navajo reservation and a listing of the entity that is subcontracted with:

A. Career Studies Program
Vocational Education Training Opportunity
College of Ganado
Ganado Arizona

This program covers GED and ABE training as well as Food Service which includes food preparation and baking, office clerical for goals of 45 w.p.m. typing and 60 w.p.m. shorthand skills, stenographer for goals of 60 w.p.m. typing and 80 w.p.m. shorthand, Allied Health, Cashier/Checker is a 12 week course.

B. Training For Intensive Livestock Production
Navajo Agriculture Products Industry
P.O. Box 86
Farmington, New Mexico

A program to train employees for NAPI and the Navajo Indian Tribe in modern beef cattle and sheep production techniques, and in supervisory management of other employees' programs in the second and third years will include training in livestock buying and marketing, lamb and beef slaughter, meat processing and marketing and distributing techniques.

C. Navajo Uranium Mines
On-Job Training (OJT) Program
Kerr-McGee Corporation
Church Rock, New Mexico

The purpose of this program is to provide challenging and rewarding employment for Navajo men and women who are not now gainfully employed, and who are currently not adequately skilled to assure upward mobility, a program of on the job training offers careers and qualifications for Navajo in uranium mining.

D. Navajo Uranium Mines Training Program
Classroom Training
Kerr-McGee Corporation
Church Rock, New Mexico

The purpose of this program is to provide employment for the Navajo people who are not now gainfully employed, and to produce a work force for mining companies with uranium operations on or adjacent to the Navajo Nation. This program focuses on underground miner training in uranium mining.

E. Indian Ironworkers Apprentice Program
National Ironworkers and Employers
Training Program
Fort Defiance, Arizona

The purpose of this program is to recruit, place into training and refer for employment as apprentice ironworkers 25 Navajo men between the ages of

18 and 30. The program provides orientation, counseling, craft training, remedial education and supportive services which are the essentials to the transition of apprentices to proficient and productive journeyman-ironworkers.

F. Navajo Youth Development Program
Youth Planning Council
XYZYX Information Corporation
Window Rock, Arizona

The Navajo Youth Development Program is designed to provide the Navajo youth with meaningful activities that will enhance his perception of the world-of-work; upgrade his understanding of community responsibilities; motivate him to seek careers, education and a constructive pastime, and to prepare him with the necessary job skills for long term vocations.

G. Summer Youth Program
XYZYX Information
Window Rock, Arizona

This program provides various work experience training for Navajo youth. In order that the Navajo youth receive well rounded training in addition to the work experience provided during the summer, social skills and remedial skill training is provided. The program is supplemented with work related mathematics, reading, tools and equipment refresher courses, communication skills taught in job preparation, resume writing and job interview techniques.

MODEL TRIBALLY OPERATED VOCATIONAL EDUCATION PROGRAMS

Jeannette Casimer
Lummi Aquaculture Project
Marietta, Washington

The Lummi Aquaculture Project has ventured into Lummi Marketing, Lummi Construction Company and the Lummi School of Aquaculture. The key to Lummi success is adequately preparing and training Lummis; on the job training and through courses specifically designed to meet individual needs.

The emphasis this year is on moving more Lummis into higher levels of management and decision making positions. Three approaches have been used to accomplish this. The first approach was a two year project which combined academic courses, designed for Lummi needs, and practicum assignments. The second approach is training an individual directly on the job with specialized training. The third has been to bring Lummi's with degrees and outside experience into the organization.

The program has been in operation for four years. Their school, initially, was an extension of the Aquaculture Training Program. The program integrates on the job training with experience, academic classroom and laboratory work. College credit is granted in association with a local community college. Approximately 150 students have graduated from L.I.S.A. About 45% of the students have been placed in aquaculture related fields. L.I.S.A. offers an education dedicated to the enhancement of native fish and shellfish stock. The resources are unmatched by any other college level aquaculture program, their technicians enjoy the benefit of on-the-job training along with academic training. No other Indian-run

fisheries and aquaculture program is in existence and local community colleges have never had a Native American graduate from their own programs.

TRAINING OF VOCATIONAL EDUCATION INSTRUCTORS

Ms. Mary Hillaire
Evergreen State College
Olympia, Washington

Thinking in terms of time it has been only a short time in the development of formal education and vocational training possibly in the late 1960's or early 1970's since the community colleges and universities have in any way been concerned and therefore involved in the institutional and staffing responsibilities to serve Native American communities with the primary concern not to identify and meet unique needs of Native American People, but through a matter of compliance to obtain state and federal funds available for educational planning for non-whites who have not been adequately served before. This involvement should in no way be considered as proof that the community colleges and universities serve Native American communities as well as they have responded to a legislative charge to design academic or vocational training programs to meet the demands of the social and economic growth of the nation or as desired institutional growth plans to serve people of their selection. This involvement has served to hold a tight line on change and to limit needed educational reform required if we are to keep what is right, right and make what is wrong right in responsible planning for designed diversity that will promote positive and individualized contribution to a plural society through educational preparation for and placement in gainful employment.

What has happened, is happening and will continue to happen is Native American People interested in and capable of education will at worst become victims of institutional racism through educational success; unresolved cultural contradictions having responsibility to do without the authority to validate

and what appears to be at best statistically listed educational failure, a condition that defines the negative or non-position of Native American People in a plural society denying them a voice in educational direction and choice in educational selection in the determination of what is work knowing and what is worthy to know through institutional learning. This situation makes a hard to beat team the White Indian experts and educationally successful Native American People who then established direction, set up objectives and evaluate progress of education and training of Native American People based on the values and standards of White People. This fact that the Native American People involved have successfully completed some type of education or training works as a documentation to condemn others to educational failure and the subsequent social, emotional and psychological problems such as unemployment, underemployment, alcoholism and social dependency that follow.

Over all this historical educational situation has generated a fairly large body of diverse materials that reflect various attempts to serve Native American People such as Indian studies, teacher corp training, leadership training, Multi-Occupation Projects, Aqua Culture, Treaty Workshops, Special workshops and institutes concerned with the "Indian Problem" other programs designed to help Native American People get into the main stream of society such as employment counseling, relocation and various outreach programs such as community workers and community health representatives that seem to keep the Native American People employed at a poverty level with little or no upward mobility. There are two outcomes employment failure replaces educational failure and under-employment replaces unemployment making no significant difference in the life situation nor in the opportunities available for Native American People to contribute to society.

Overall the problem assessing the institutional and staffing responsibility

of community colleges and universities in serving Native American Communities has generated a fairly large number of so called innovative educational models. What has not happened and will not happen unless there is a shared education authority is human development will continue to be arrested at a surf or slave level having Native American People struggle to use white values to determine educational direction and white standards to evaluate results as they search for personal meaning and community development.

In developing ideas for non-traditional education, risks must be taken one does not hope to follow clear steps of progress; instead one's best efforts reflect the development process itself and the wide range of abilities and depth of capabilities that the developmental process represents. It is recognizing this diversity that provides a comprehensive understanding of human potential and defines the need for a variety of approaches to education developed to both provide for the unique cultural background and promote the use of academic skills to deal with the demands of a plural society.

The ultimate requirement of working and workable non-traditional education is to find ways to provide for the understanding that while using programs that continue to be white designed at the same time they can increase his control over his own destiny through knowledgeable selection and use of education resources direct ones own life.

APPENDIX

APPENDIX A

THE VOCATIONAL EDUCATION DISCRETIONARY PROGRAMS

Doris V. Gunderson
&
Howard F. Hjelm

Coalition of Indian-Controlled School Boards, Inc.
Denver, Colorado
June 28, 1977

THE INDIAN CONTRACT PROGRAM

Section 103(a)(B)(iii) of the Vocational Education Act.

The Commissioner is directed, upon the request of any Indian tribe which is eligible to contract with the Secretary of the Interior for the administration of programs under the Indian Self-Determination Act or under the Act of April 16, 1934, to enter into a contract or contracts with any tribal organization of any such Indian tribe to plan, conduct, and administer programs, or portions thereof, which are authorized by and consistent with the purposes of this Act, except that such contracts shall be subject to the terms and conditions of section 102 of the Indian Self-Determination Act and shall be conducted in accordance with the provisions of sections 4, 5, and 6 of the Act of April 16, 1934, which are relevant to the program administered under this sentence. From any remaining funds reserved pursuant to division (i) of this subparagraph (B), the Commissioner is authorized to enter into an agreement with the Commissioner of the Bureau of Indian Affairs for the operation of vocational education programs authorized by this Act in institutions serving Indians described in division (i) of this subparagraph (B), and the Secretary of the Interior is authorized to receive these funds for that purpose. Beginning in the fiscal year 1979, the Bureau of Indian Affairs shall expend an amount equal to the amount made available under this subparagraph to pay a part of the costs of programs funded under this subparagraph. During each of the fiscal years covered by this subparagraph, the Bureau of Indian Affairs shall expend no less than the amount expended during the prior fiscal year on vocational education programs, services, and activities. The Commissioner and the Commissioner of Indian Affairs shall jointly prepare a plan for the expenditure of funds made available and for the evaluation of programs assisted under this subparagraph. Upon the completion of a joint plan for the expenditure of these funds and the evaluation of the programs, the Commissioner shall assume responsibility for the administration of the program, with the assistance and consultation of the Bureau of Indian Affairs.

Subpart 2—Indian Tribes

CONTRACT PROGRAM FOR INDIAN TRIBES AND INDIAN ORGANIZATIONS

§ 105.201 Purpose.

The purpose of the program for Indian tribes and Indian organizations is for the Commissioner, at the request of an Indian tribe, to make a contract or contracts directly with Indian tribal organizations, with funds available under section 103(a)(1) of the Act, to plan, conduct, and administer programs, or portions thereof, which are authorized by and consistent with the Act, particularly section 103(a)(1)(B)(iii) of the Act.

(Sec. 103(a)(1); 20 U.S.C. 2303.)

§ 105.202 Applicability of the Indian Self-Determination Act of 1975.

(a) Any contract entered into under this subpart is subject to the provisions of sections 4, 5, 6, 7(b) and 102 of the "Indian Self-Determination and Education Assistance Act of 1975," Pub. L. 93-638.

(b) Regulations implementing the above sections of the Indian Self-Determination and Education Assistance Act, Title 25 of the Code of Federal Regulations, §§ 271.44, 271.46, 271.47, and 271.50 are applicable to the extent that they are relevant and practicable.

(c) Whenever the term "Secretary of the Interior" is used in the Indian Self-Determination and Education Assistance Act, the term means, for the purposes of this subpart, "Commissioner of Education."

(Sec. 103(a)(1)(E)(iii); 20 U.S.C. 2303; 25 U.S.C. 450a, et seq.)

§ 105.203 Definitions.

(a) "Indian tribe" means any Indian tribe, band, nation, or other organized group or community, including any Alaskan native village or regional or village corporation as defined in or established pursuant to the Alaska Native Claims Settlement Act which is recognized as eligible for special programs and services provided by the United States to Indians because of their status as Indians.

(b) "Tribal organization" means the recognized governing body of any Indian tribe or any legally established organization of Indians which is controlled, sanctioned, or chartered by such governing body or which is democratically elected by the adult members of the Indian community to be served by the organization and which includes the maximum participation of Indians in all phases of its activities.

(25 U.S.C. 450b.)

§ 105.204 Assistance contracts.

Awards will be made competitively through assistance contracts governed by Subchapter A of Title 45, Code of Federal Regulations (entitled "General Provisions for Office of Education Programs"), except to the extent that appropriate sections of the Indian Self-Determination and Education Assistance Act of 1975 apply or to the extent that more specific regulations in this subpart apply. The criteria in 45 CFR 100a.26(b) do not apply to this program.

(Sec. 103(a)(1)(B)(iii); 20 U.S.C. 2303; 25 U.S.C. 450e(b).)

§ 105.205 Eligible applicants.

An Indian tribal organization of an Indian tribe which has contracted with the Secretary of the Interior for the administration of programs under the Indian Self-Determination and Education Assistance Act of 1975 or under the Act of April 16, 1934, is eligible for assistance contracts.

(Sec. 103(a)(1)(B)(iii)); 20 U.S.C. 2303; 25 U.S.C. 450f.)

§ 105.206 Applications for assistance contracts.

An application from an eligible tribal organization must be submitted to the Commissioner by the Indian tribe and must contain the information that the Commissioner requires. An application which serves more than one Indian tribe shall be approved by each tribe to be served in the application.

(Sec. 103(a)(1)(B)(iii); Pub. L. 93-638; 20 U.S.C. 2303; 25 U.S.C. 450b(c).)

§ 105.207 Review for duplication of effort.

An applicant shall submit a copy of the application directly to the Commissioner of the Bureau of Indian Affairs and the State board at the same time it submits an application to the Office of Education in order to avoid duplication of funding.

(Implements Sec. 103(a)(1)(E)(iii); 20 U.S.C. 2303.)

§ 105.208 No cost sharing.

No cost sharing by the applicant is required.

(Implements Sec. 103(a)(1)(B)(iii); 20 U.S.C. 2303.)

§ 105.209 Duration of awards.

(a) The total project period of an award may not exceed three years. The Commissioner may make multi-year awards if the nature of the project warrants multi-year funding. Continuation funding is contingent upon satisfactory performance. Application for multi-year awards shall have a detailed budget for the current year and total budget figures for the subsequent years.

(b) A request for continuation of a project beyond the project period will be considered a new application and will be reviewed competitively with all other applications. In order for the Commissioner to make this determination, an applicant who has had a prior contract under this program shall include an evaluation of the previous project.

(Implements Sec. 103(a)(1)(B)(iii); 45 CFR 100a.432; 20 U.S.C. 2303.)

§ 105.210 Final reports.

The contractor shall submit final financial status and performance reports as the Commissioner shall request.

(45 CFR 100a.403; 45 CFR 100a.432; 20 U.S.C. 2303.)

§ 105.211 Technical review criteria.

The following criteria will be utilized in reviewing applications. These criteria are consistent with 45 CFR 100a.26(b), Review of Applications, in the General Provisions for Office of Education Programs. A segment or segments of an application should address each criterion. Each criterion is weighted and includes the maximum score that can be given to an application in relation to the criterion. The maximum aggregate score for the criteria is 100 points, and the maximum weight for each criterion is listed below in parentheses. Points will be awarded to the extent that evidence in the application satisfies each criterion. The review of these criteria shall constitute the basis for the Commissioner to enter or decline to enter into a contract with an eligible applicant. If the review of any application results in no recommendation to fund (where funds are available), this will mean that it is not satisfactory, as that term is used in the Indian Self-Determination Act (section 102). Applications must receive a minimum of 30 points to be considered for funding.

(25 U.S.C. 450f.)

(a) *Program improvement.* (Maximum 15 points.) The application focuses on the improvement of occupational training opportunities for Indians and delineates the way in which the proposed program will contribute to improved programs for the specific target group.

(b) *Need.* (Maximum 10 points.) The need section clearly: (1) Describes the need for the proposed activity; (2) Provides specific evidence of the need; (3) Indicates specifically how the need will be met; and (4) Describes, where appropriate, ongoing and planned activities in the community relative to the need.

(c) *Objectives.* (Maximum 10 points.) The objectives: (1) Relate to the need; (2) Are significant for vocational education; (3) Clearly describe proposed program outcomes;

(4) Are capable of being attained; and

(5) Are measurable.

(d) *Plan.* (Maximum 15 points) The plan clearly describes the way in which the objectives will be accomplished by:

(1) The overall design for the proposed program; and

(2) The use of specific procedures to implement activities designed to accomplish each objective of each segment of the proposed program;

(3) A description of: (i) Specific activities to be conducted in the proposed program;

(ii) Instruments to be used in the proposed program;

(iii) Instructional material to be used in the proposed program, if appropriate; and

(iv) Population to be served in the proposed program; and

(4) Statistical and analytical procedures, if appropriate.

(e) *Management plan.* (Maximum 10 points) The management plan adequately describes the way in which personnel and resources will be utilized to accom-

plish each objective, the overall design, and each major procedure.

(f) *Evaluation plan.* (Maximum 10 points.) The plan includes valid and reliable instruments and procedures for assessing and documenting the impact of project results in terms of the achievement of project goals and objectives.

(g) *Applicant's staff competencies and experience.* (Maximum 10 points.) Points will be awarded on the extent to which the application clearly describes: (1) The competencies that are required for the proposed project;

(2) The names and qualifications (including project management qualifications) of the project director, key professional staff, advisory groups, and any consultants;

(3) Time commitments planned for the project by the project director, key staff, advisory groups, and any consultants;

(4) Evidence of past and successful experience of the proposed project director and key staff members in similar or related projects;

(5) Evidence of commitment to section 7(b) of the Indian Self-Determination and Education Assistance Act.

(h) *Budget and cost effectiveness.* (Maximum 10 points.) Points will be awarded on the extent to which the application provides a justifiable and itemized statement of cost which contains line items in the proposed budget and appears to be cost effective with respect to proposed results.

(i) *Institutional capability and commitment.* (Maximum 10 points.) The application provides adequate evidence of: (1) Institutional experience and commitment to the proposed work;

(2) Appropriate facilities and equipment; and

(3) Documented assurances of support from cooperating local educational agencies, postsecondary institutions, business, industry, or labor, if support from any of these groups is necessary for successful implementation of the project.

(Implements Sec. 103(a)(1)(B)(iii); 20 U.S.C. 2303; 25 U.S.C. 450f.)

§ 105.212 Additional factors for declining to contract.

In addition to the weighted technical review criteria listed in § 105.211, the Commissioner may use any of the factors listed below in making a decision whether to decline to enter into a contract with an eligible applicant.

(a) The program duplicates an effort already being made;

(b) Funding the program would create an inequitable distribution among tribes; or

(c) The applicant has not performed satisfactorily under a previous Office of Education award.

(Implements Sec. 103(a)(1)(B)(iii); 20 U.S.C. 2303; 25 U.S.C. 450f.)

§ 105.213 Hearing by the Commissioner after declining to enter into a contract.

After receiving notice from the Commissioner that the Office of Education will not award a contract to an eligible applicant, the tribal organization or the tribe shall have 30 calendar days to request a hearing, in writing, to review the Commissioner's decision.

(25 U.S.C. 450f.)

§ 105.214 Remaining funds.

From any remaining funds reserved for this subpart, the Commissioner is authorized to enter into an agreement with the Commissioner of the Bureau of Indian Affairs for the operation of vocational education programs authorized by this Act in institutions serving Indians as described in section 103(a)(B)(i) of the Act. The Secretary of the Interior is authorized to receive funds for that purpose. For the purposes of the Act, the Bureau of Indian Affairs shall be deemed to be a State board and all of the provisions of this Act shall be applicable to the Bureau of Indian Affairs as if it were a State board.

OTHER VOCATIONAL EDUCATION DISCRETIONARY PROGRAMS

PROGRAM	PROGRAM MANAGEMENT	ELIGIBLE APPLICANTS
Bilingual Vocational Education Vocational Training (65%)	Grants Federal Register	State agencies, local educational agencies, postsecondary educational institutions, private nonprofit vocational training institutions, nonprofit organizations created to serve a group whose language as normally used is other than English, and private for-profit agencies and organizations
Vocational Instructor Training (25%)	Training Grants Federal Register	States and public and private educational institutions
Instructional Materials Methods, and Techniques Development (10%)	Procurement Contracts Commerce Business Daily	States, public and private educational institutions, private for-profit organizations, and individuals
Project Support for Programs of National Significance	Procurement Contracts Commerce Business Daily	Public and for-profit and nonprofit agencies, organizations, and institutions and individuals
Vocational Education Personnel Development Graduate Fellowships	Fellowships Federal Register	Vocational Educators
Certification Fellowships	Fellowships Federal Register	Unemployed non-vocational educators Skilled workers

PROGRAM INFORMATION

1. Estimated Program Funds for Fiscal Year 1978

Indian Contract Program	$5,218,476*
Bilingual Vocational Education	$2,800,000
Vocational Education Personnel Development	$3,500,000
Project Support for Program Improvement	$14,465,662
(Continuation Costs)	($7,712,000)

*Indian Contract Program funds will be approximately doubled for Fiscal Year 1979.

2. Federal Register

Superintendent of Documents
Government Printing Office
Washington, D.C. 20402
$50.00 per year

3. Commerce Business Daily

Superintendent of Documents
Government Printing Office
Washington, D.C. 20402
$80.00 per year; $105.00 per year via first class

4. Resources in Vocational Education

The Center for Vocational Education
The Ohio State University
Columbus, Ohio 43210
$34.00 per year, bimonthly + annual index

APPENDIX B

CONFERENCE ON:

OPPORTUNITIES IN VOCATIONAL EDUCATION FOR AMERICAN INDIANS

Those in attendance are as follows:

NAME	ORGANIZATION AND ADDRESS
Lowell Amiotte	Black Hills State College Center of Indian Studies Spearfish, S. D. 57783
Albert Andrews	Colville Confederated Tribes Box 150 Nespelem, Wash. 99155
Marguerite F. Ankney	Bureau of Indian Affairs Northern Idaho Agency Lapwai, Idaho 83540
Guido Ardaya	Mississippi Band of Choctaw Indians Route 7, Box 21 Philadelphia, Ms. 39350
Benny Atencio	Santa Domingo Tribe & New Mexico Indian Board Regents Santa Domingo Pueblo, N. M. 87052
Larry L. Athey	Macy Public School Macy, Nebr. 68039
Phil Baird	South Dakota Indian Education Association 121 N. Grand Pierre, S. D. 57501
Don Beach	Coeur D'Alene Tribal School DeSmet, Idaho 83824
Gilbert D. Begay	Native American Materials Development Center 407 Rio Grande N.W. Albuquerque, N. M. 87104
Andrew Benallie	The Navajo Tribe Division of Education Window Rock, Arizona 86515
Ashi Benally	Navajo Office of Labor/Navajo Tribe Navajo Nation Window Rock, Arizona 86515
Robert L. Bennett	Southwestern Indian Polytechnic Institute Board of Regents P. O. Box 10146 Albuquerque, N.M. 87114

William Berlin	Cheyenne/Arapaho Tribes of Oklahoma Box 38 Concho, Oklahoma 73096
Virginia Bill	Clover Park School Dist. #400, Title IV 5214 Steilacoom Blvd. Tacoma, Washington 98499
Joe Bird	New Mexico Indian Education Board of Regents Indian School Road (AIS Campus) P. O. Box 6507 - Station B Albuquerque, N. M. 87107
Hal Birkland	State Department of Education 550 Cedar St. Paul, Minnesota 55101
Chuck Bleskan	Community College of Denver 1009 Grant Street Denver, Colo. 80203
Emma Jean Blue Earth	Standing Rock Community College Ft. Yates, N. D. 58538
Bertha M. Bluff	Kalispel Tribe of Indians Box 38 Usk, Wash. 99180
Davis J. Bluff	Kalispel Tribe of Indians Box 38 Usk, Wash. 99180
Lionel R. Bordeaux	Sinte Gleska College P. O. Box #37 Rosebud, S. D. 57570
Violet F. Boyd	Colville Confederated Tribes Box 150 Nespelem, Wash. 99155
Russell E. Bradley	Colville Confederated Tribes Box 57 Nespelem, Wash. 99155
Francis B. Brown	Arapahoe Education Committee Box 217 Ft. Washakie, Wyoming 82514
Juanit J. Brown	Muckleshoot Tribe J.O.M. Program & Indian Education Program Part A 3811 - 172nd St., S.E. Auburn, Wash. 98002

Harry J. Buckanaga	Sisseton-Wahpeton Sioux College Center Box 262 Sisseton, S. D. 57262
Don Buckley	National American Indian Cattlemen's Association 1660 South Albion St. - #918 Denver, Colorado 80222
Larry Buckner	Southwestern Indian Polytechnic Institute 9169 Coors Road N. W. Albuquerque, N. M. 87114
Robert J. Burian	Yankton Sioux Tribe Box 213 Marty, S. D. 57361
Donna Butterfield	Makah Tribe P. O. Box 115 Nea Bay, Wa. 98357
Roger A. Calavaio (Chip)	BIA - Southwestern Indian Polytechnic Institute P. O. Box 10146 Albuquerque, N. M. 87114
Jeannette Casimir	Lummi School of Aquaculture P. O. Box 11 Lummi Island, Wa. 98262
Don Chavez	Wyoming Indian High School Box 145 Ethete, Wyoming 82520
Leroy V. Clifford	Bureau of Indian Affairs 1951 Constitution Ave., N. W. Washington, D. C. 20245
Delores Cloud	Red Lake Schools Red Lake, Mn. 56671
Marlene Coffey	Reno-Sparks Indian Colony 34 Res. Rd. Reno, Nev. 89502
Tom Colhoff	Porcupine D. School Porcupine, S. D. 57772
Desmond L. Cook	Faculty of Educational Development Ohio State University 216 Ramseyer Hall 29 West Woodruff Avenue Columbus, Ohio 43210

Sr. Kateri Cooper	The Papago Tribe of Arizona Division of Education Box 837 Sells, Arizona 85634
Elnore I. Corbett	Ketchikan Native Education Board Box 2250 Ketchikan, Alaska 99901
Simon Cordenas	Bureau of the Census 575 Union Blvd. Denver, Colo. 80225
Maia Cramer	Native American Materials Development Center 407 Rio Grande Blvd. N.W. Albuquerque, N. M. 87104
Tony Davis	Turtle Mountain Community College Box 340 Belcourt, N. D. 58316
Roger Dault	Hannahville Indian School Wilson, Michigan 49896
Lora Demaray	Montana Indian Teacher-Training Program Eastern Montana College Billings, Montana 59101
Hal Dibblee	Colorado River Indian Tribes Route 1, Box 23 B Parker, Arizona 85344
Edward DiCenso	Maine Indian Education P. O. Box 412 Calais, Maine 04619
Jo DiCenso	Maine Indian Education, P. O. Box 412 Calais, Maine 04619
Max O. Dickens	United Sioux Tribes Development Corp. P. O. Box 1193 Pierre, S. D. 57501
Walter Ray Donny	Rocky Boy School Rocky Boy Route Box Elder, Mont. 59521
Adrienne Drake	Tri-County Indian Development Council Box 2486 McKinleyville, Ca. 95521

Francis W. Dunne	Central Council of Thlingit & Haida Indians of Alaska P. O. Box 1587 Juneau, Alaska 99802
Darryl Dupris	Confederated Salish & Kootenai Tribes Sub Agency Dixon, Montana 59831
Irene Easler	Papago Education Sells, Arizona 85634
Maxine Edmo	Shoshone Bannock Tribal Education Committee Box 138 Fort Hall, Idaho 83203
Delores Edwards	Sky City Community School P. O. Box 97 San Fidel, New Mexico 87049
Dr. John Edwards	Southwestern Indian Polytechnic Institute P. O. Box 10146 Albuquerque, N. M. 87114
Gloria J. Emerson	Native American Materials Development Center 407 Rio Grande, N. W. Albuquerque, N. M. 87104
H. Dean Evans	Lilly Endowment 2801 N. Meridian St. Indianapolis, Indiana 46208
Jean C. Evans	Federal Way School District 31455 - 28th Avenue South Federal Way, Wa. 98390
Leroy Falling	Bureau of Indian Affairs 1951 Constitution Ave., N. W. Washington, D. C. 20245
Charlene Farmer	Shoshone-Bannock Fort Hall, Idaho 83201
Jim Felts	Southwestern Indian Polytechnic Institute P. O. Box 10146 Albuquerque, N. M. 87114
Richard R. Ferguson	Wellpinit School District #49 Wellpinit, Wa. 99040

Paul Foster	S.B.C.C.O.E. Room 207, State Service Building Denver, Colorado 80203
John Francis	Colville Confederated Tribes Box 150 Nespelem, Washington 99155
Robert Frazier	Native American Rights Fund (Corrections Project) 1506 Broadway Boulder, Colorado 80302
Betty Jo Friemel	South Dakota Indian Education Assoc. 121 N. Grand Pierre, S. D. 57501
Bernard L. Garcia	Sky City Community School P. O. Box 97 San Fiden, N. M. 87049
Jeanne Gemmell	Southwestern Indian Polytechnic Institute P. O. Box 10146 Albuquerque, N.M. 87114
Lester B. Gemmill	Michigan Department of Education P. O. Box 30008 Lansing, Michigan 48907
Evadne Gillette	United Tribes Educational Technical Center Bismarck, N. D. 58701
Stephen A. Gordon	The Seneca Nation of Indians P. O. Box 231 Salamanca, N. Y. 14779
Russell H. Graham	National Advisory Council for Vocational Education 425 - 13th Street, N.W.-Suite 412 Washington, D. C. 20004
Michael Green	Seneca Nation Educational Foundation, Inc. P. O. Box 350 Salamanca, N.Y. 14779
Margaret A. Greene	Health Occupations/Voc. Tech. Instructor Box 30, Beach Star Route Billingham, Washington 98225
JoAnn Grinnell	Sac & Fox Tribe of Oklahoma 131 South Pennsylvania Shawnee, Oklahoma 74801

Doris V. Gunderson	U. S. Office of Education Division of Research & Demonstration Regional Office Building #3 - Rm. 5026 7th & "D" Street, N.W. Washington, D. C. 20202
John Haas	Macy Public School Macy, Nebraska 68039
Monte C. Hammitt	Compresensive Health Services Red Lake, Minnesota 56671
Robert Hart	Seneca Nation of Indians P. O. Box 231 Salamanca, N. Y. 14779
Merlin Harwood	Southwestern Indian Polytechnic Institute 9169 Coors, N.W. Albuquerque, N. M. 87114
Granville Hawley, Sr.	Inter-Tribal Education Center, Inc. P. O. Box 868 Hays, Montana 59527
Trent E. Hendren	Chemawa Indian School 5495 Chugach Rd. Salem, Oregan 97303
Nate Hernasy	Southwestern Indian Polytechnic Institute 9169 Coors, N.W. Albuquerque, N. M. 87114
Art Hill	Cheyenne & Arapahoe Tribes of Oklahoma P. O. Box 38 Concho, Oklahoma73022
Richard Hill	Oneida Tribe of Indians of Wisconsin Route #1 Oneida, Wisconsin 54155
Mary Ellen Hillaire	The Evergreen State College Room 1402 - Evans Library Building Olympia, Washington 98502
Violet Hillaire	Bellingham School District Indian Education Chairperson JOM & Title IV Programs Bellingham, Washington 98225
Howard F. Hjelm	U. S. Office of Education Division of Research & Demonstration 7th & "D" Street, N.W. Washington, D. C. 20202

Phyllis Howard	Fort Berthold Community College Box 490 Newtown, N.D. 58763
Lloyd L. House, PhD.	Good Shepherd Ft. Defiance, Arizona 86515
John Hurlburt	Citizen Band Potawatomi Indians of Oklahoma Route 5, Box 151 Shawnee, Oklahoma 74801
Neil Hutchens	Paschal Sherman Indian School Omak Lake Road Omak, Washington 98841
Rawleigh Irvin	Pierce County, Title IV, Indian Education 5602 6th Avenue Tacoma, Washington 98446
Calvin J. Isaac	Mississippi Band of Choctaw Indians Route 7, Box 21 Philadelphia, Mississippi 39350
Richard Jemison	Seneca Nation Educational Foundation, Inc. 15 South Water Street Gowanda, New York 14070
Maurice A. John	Seneca Nation Education Program P. O. Box 254 Salamanca, N. Y. 14779
Patrice John	Milwaukee Indian News 3701 W. Lisbon Milwaukee, Wisconsin 53208
Albert Jones	Sinte Gleska College Rosebud, South Dakota 57570
Ida L. Jose	Papago Education P. O. Box 837 Sells, Arizona 85634
Bernard C. Kayate	New Mexico Indian Education Board of Regents P. O. Box 6507, Station B Albuquerque, N. M. 87107
Steve Kane	Reno-Sparks Indian Tribal Council 34 Reservation Road Reno, Nevada 89502

Birgil L. Kills Straight	Oglala Sioux Tribal Office Box 127 Kyle, South Dakota 57752
James King	Creek Nation Box 1114 Okmulgee, Oklahoma 74447
Joe M. Kinzer, Jr.	National E.P.D.A. Native American Project Central State University Edmond, Oklahoma 73034
Lona Knight	Box 10106 Alameda, New Mexico 87114
Rosemari Knoki	Southwestern Indian Polytechnic Institute P. O. Box 10146 Albuquerque, N. M. 86114
Sylvester Knows Gun, Sr.	Northern Cheyenne Tribal Office P. O. Box 173 Lame Deer, Montana 59043
Norman Knox	Rosebud Indian Education & Rosebud Sioux Tribe Rosebud, S. D. 57570
Dan E. Koble, Jr.	The Center for Vocational Education Ohio State University 1960 Kenny Road Columbus, Ohio 43210
Virla R. Krotz	National Advisory Council on Vocational Education 425 - 13th St., N.W. - Suite 412 Washington, D. C. 20004
John Lacey	U. S. Office of Education 19th & Stout Street Denver, Colorado 80202
Ron LaFrance	Salmon River Central School District Fort Covington, New York 12937
Deloria J. Lane	United Indians of All Tribes Foundation 3604 W. Government Way Ext. Seattle, Washington 98199
Bertney Langley	Coushatta Tribe of Louisiana P. O. Box 988 Elton, La. 70532

Donald A. LaPointe	Keeweenaw Bay Tribal Training Program Keeweenaw Bay Indian Community Route 1 Baraga, Michigan 49908
Louis LaRose	Winnebago Tribe of Nebraska Box 647 Winnebago, Nebraska 68071
Gay Lawrence	Arizona Department of Education 1535 West Jefferson Phoenix, Arizona 85257
Alan Ledford	Chemawa Indian School 5495 Chugach St., N. E. Salem, Oregon 97303
Frances LeMay	Menominee School Star Route Keshena, Wisconsin 54135
Billy Lewis	Native American Materials Development Center 407 Rio Grande Blvd., N. W. Albuquerque, N. M. 87104
Claude Lewis	Fort Mojave Tribe P. O. Box 795 Needles, California 92363
Aaron T. Louis	Paschal Sherman Indian School Omak Lake Road Omak, Washington 98841
Alan R. Lovesee	U. S. House of Representatives 402 Cannon House Office Building Washington, D. C. 20515
Pat W. Loyd	Southwestern Indian Polytechnic Institute 9169 Coors, N. W. Albuquerque, N. M. 87110
Clyde Lynn	Spokane Tribe of Indians Box 385 Wellpinit, Washington 99040
Duane Mackey	University of South Dakota School of Education Vermillion, S. D. 57069
Hu Matthews	Pretty Eagle School St. Xavier, Montana 59075

Carol Maurice	Muckleshoot Educational Program J.O.M. 38811 - 172nd Street, S. E. Auburn, Washington 98002
Paul E. May	State Board for Community Colleges & Occupational Education 1525 Sherman Street Denver, Colorado 80203
Bruce McConnell	Wisconsin Board of Vocational, Technical & Adult Education 4802 Sheboygon Avenue Madison, Wisconsin 53702
Priscilla McCraigie	Paschel Sherman Indian School Omak Lake Road Omak, Washington 98841
Gloria McCullough	Hannahville Educational Committee Route 1 Wilson, Michigan 49896
Dale McGrady	Ft. Berthold Community College New Town, North Dakota 58757
Warren W. Means	Means Development Corporation P. O. Box 1473 Bismarck, North Dakota 58501
Gary Miller	American Indian Sat. Community College of NTCC 801 East Benjamin Norfolk, Nebraska 68701
Bill Morgenstern	Centre for Employment, Rehabilitation & Social Training 3017 East 31st Street Minneapolis, Minnesota 55406
Wynema Morris	All Indian Pueblo Council Albuquerque Indian School 1000 Menual, N.W. Albuquerque, N. M. 87107
James N. Moss	Ramah Navajo School Board, Inc. Pine Hills Campus Ramah, New Mexico 87321
Hammond Motah	Sisseton-Wahpeton Sioux Tribe Sisseton, South Dakota 57262
Virginia Y. Mount	Southwestern Indian Polytechnic Institute 9169 North Coors Rd. Albuquerque, N. M. 87114

Barbara Murphy	Title IV 200 4th Street S.W. Forest Lake, Minnesota 55025
Jan Murray	Standing Rock Community College Box 450 Fort Yates, N. D. 58538
Fred Muscavitch	Milwaukee Area American Indian Manpower Council 3701 W. Lisbon Avenue Milwaukee, Wisconsin 53208
Frank Muskrat	Cherokee Nations of Oklahoma P. O. Box 689 Tahlequah, Oklahoma 74464
Bill Myers	Duluth Public Schools & State Department of Education (Division of Voc. Ed.) 2101 Trinity Rd. Duluth, Minnesota 55811
Nora O'Brien	Indian Education Program - Title IV 200 S.W. 4th Street Forest Lake, Minnesota 55025
Lloyd Old Coyote	Pretty Eagle School Crow Agency, Montana 59022
Clayton Old Elk	Native American National Reservation Development Foundation 910 - 15th Street Denver, Colorado
John Old Elk	P. O. Box 174 Crow Agency, Montana 59022
Robert Old Horn	Pretty Eagle School P. O. Box 237 St. Xavier, Montana 59075
Mac C. Oreiro, Jr.	Auburn School District #408 915 - 4th Street, N.E. Auburn, Washington 98002
Martin L. Parker, Jr.	United Indians of All Tribes Foundation 3604 West Government Way Seattle, Washington 98199
Irma C. Parrish	Inter-Tribal Council of Michigan, Inc. 405 East Easterday Avenue Sault Ste Marie, Michigan 49783

Margaret V. Pickens	Mississippi Band of Choctaw Indians Route 7, Box 21 Philadelphia, Mississippi 39350
Dillon Platero	Navajo Tribe (Division of Education) Window Rock, Arizona 86515
Doreen Pond	Northern Cheyenne Indian Action Program Box 206 Lame Deer, Montana 59043
Dr. James Pourier	Bureau of Indian Affairs Pine Ridge, South Dakota 57770
Dave Rambeau	Indian Center, Inc. (Education) 1127 W. Washington Blvd. Los Angeles, California 90015
Dr. Richard L. Reedy	Southwestern Indian Polytechnic Institute 9169 N. Coors Rd. Albuquerque, N. M. 87114
Yvonne Reinhart	Johnson O'Malley Program Winnebago Tribe Winnebago, Nebraska 68071
Ted Rising Sun	Indian Action Program Box 175 Busby, Montana 59016
Sharon Rogoff	Commission on Community Relations 431 West Colfax Denver, Colorado 80202
Harvey Roy	Minnesota Chippewa Tribe Cass Lake, Minnesota 56633
Judy Roy	Red Lake Tribal Council Red Lake, Minnesota 56671
Ken Sagataw	Hannahville Tribal Council R. R. #1 Wilson, Michigan 49896
Darlene Salyers	Clover Park School Dist. #400 5214 Steilacoom Blvd. S. W. Lakewood Center, Washington 98407
Ramos Sanchez	Eight Northern Indian Pueblos Council Pojoaque Pueblo Plaza Santa Fe, New Mexico 87501

Owen Sapulpa	Denver Native Americans United 1525 Josephine Street Denver, Colorado 80206
Rose M. Scribner	National Indian Training Center Mill Avenue Tempe, Arizona 85282
Mr. Jesse Sherwood	Salmon River Central School Fort Covington, New York 12937
Manuel Shirley	Navajo Vocational Education Program Window Rock, Arizona 86515
Arlene Silver	Navajo Film & Media Commission Box #308 Window Rock, Arizona 86515
Harriett Skye	United Tribes Educational Center 3315 S. Airport Rd. Bismarck, N. D. 58501
Gerald D. Slater	Confederated Salish & Kootenai Tribes Sub Agency Dixon, Montana 59831
Dorothy Small	Rocky Boy Agency Rocky Boy Route Box Elder, Montana 59521
John P. Smith	Wyoming Indian High School Box 145 Ethete, Wyoming 82520
Elizabeth Sockbeson	Maine Indian Manpower 93 Main Street Orono, Maine 04401
Ray Spang	Dull Knife Community College Box #128 Lame Deer, Montana 59043
Richard Spining	Hopi Tribe Box 301 Oraibi, Arizona 86039
Wayne Stein	Ft. Berthold Community College New Town, North Dakota 58763
George Stevens, Jr.	Indian Township School Dana Point Princeton, Maine 04668

Buddine F. Stewart	American Indian Higher Education Consortium 1626 High Street Denver, Colorado 80218
Willie Stewart	Crow Central Education Commission Box 371 Crow Agency, Montana 59022
Tawa Stufflebean	National Native American Project Central State University Edmond, Oklahoma 73034
Robert J. Swan	Fort Belknap Community Council Fort Belknap Agency Harlem, Montana 59526
Eugene W. Taylor	St. Croix Tribal Council Star Route Webster, Wisconsin 54893
Tom Teegarden	Denver Native Americans United 1525 Josephine Street Denver, Colorado 80206
L. R. Tipton	B.I.A.-Southwestern Indian Polytechnic Institute 6169 Coors Rd., N.W. Albuquerque, N. M. 87114
Eulynda Toledo	New Mexico Indian Education Board of Regents P. O. Box 6507, Station B Albuquerque, N. M. 87107
Stanley Towne	The Navajo Tribe Window Rock, Arizona 87313
Lila E. Upham	Colville Confederated Tribes Box 150 Nespelem, Washington 99155
Tony Utschig	Oneida Tribe R.R. #4 DePere, Wisconsin 54115
Tillie Walker	Denver Research Institute 2142 South High Street Denver, Colorado 80210
Sharon Watson	Rocky Boy School Board Rocky Boy Route Box Elder, Montana 59521

Hollis L. White	St. Regis Mohawk Tribe Hogansburg, New York 13655
R. B. Williams	Native American Rights Fund 1506 Broadway Boulder, Colorado 80302
Roberta M. Wilson	American Indian Higher Education Consortium 1626 High Street Denver, Colorado 80218
Donald Wince	Black Hills State College Center of Indian Studie Spearfish, S. D. 57783
Janine Windy Boy	Crow Central Education Commission Box 370 Crow Agency, Montana 59022
Sam V. Windy Boy	Crow Central Education Commission Box 370 Crow Agency, Montana 59022
Verna Wood	Red Lake Tribal Council Red Lake, Minnesota 56671
Charmaine Wisecarver	South Dakota Indian Education Association 122 North Grand Pierre, South Dakota 57501
Virgil Wyaco	Southwestern Indian Polytechnic Institute P. O. Box 10146 Albuquerque, New Mexico 87114
Lynda Bernal Yardley	University of Colorado (Medical Center) 4200 East 9th Avenue Denver, Colorado 80262
Ken York	Mississippi Band of Choctaw Indians Route 7, Box 21 Philadelphia, Mississippi 39350
Linda Tyon	Community College of Denver Special Programs 1009 Grant Street Denver, Colorado 80206